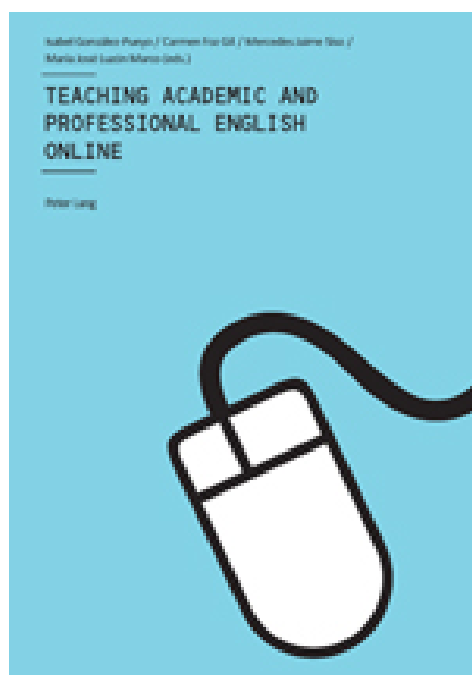




## Book Review



### **Teaching Academic and Professional English Online.**

Isabel González-Pueyo / Carmen Foz Gil /  
Mercedes Jaime Siso / María José Luzón Marco  
(eds)

Peter Lang Verlag, Bern, Berlin, Bruxelles, Frankfurt am  
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In today's university setting where professional ESP/EAP competencies are considered one of the keys to success in the business community upon graduation, it is only natural that didactic practices are expanded to comprise the growing range of ICT tools that are being offered in support of language, culture and communication teaching and learning.

This book, edited by Isabel González-Pueyo, Carmen Foz Gil, Mercedes Jaime Siso and María José Luzón Mardo and published by Peter Lang, addresses a range of interesting and relevant issues in connection with the use of ICT for the professionalizing and academization of the English skills of adult language learners.



In the words of the editors, the book aims to offer an empirical rather than theoretical perspective on how ICT tools may be put to good use in connection with efforts to professionalize learners' competences, and the book offers an interesting variety of contributions, ranging from those that address the more general considerations involved when the question of applying ICT in the ESP/EAP classroom comes up to those that discuss specific initiatives taken to promote language learning within a specific topic area.

The nine articles in the book are ordered in a logical way that guides the reader through the topic from the more general to the very specific exemplifications of the use of ICT in the ESP/EAP classroom, including lessons learned in the process and examples of how the application of ICT tools played out in practice.

From the point of view of this reviewer, the volume offers a solid insight into the considerations that will have to be made by any teacher contemplating the introduction and use of ICT in his/her teaching activities, just as it contributes the experiences from courses where different ICT tools have been used with specific aims and reports the outcomes of these didactic experiments. Interestingly enough, none of the contributors seem to suggest that ICT will be replacing face-to-face interaction in a classroom setting anytime soon or in a more distant future, but they all – reassuringly enough – tell the story of how the proper mix between face-to-face and ICT contribute to enhancing learning outcomes for the participating students. Which is, after all, the whole point!

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